

School Best Practices for Inclusive Education (BPIE) Assessment

as required by section 1003.57, Florida Statutes (F.S.).

INDIAN RIDGE MIDDLE SCHOOL

District Name: Broward

MSID Number: 3471

Date Meeting Held: 9/13/2024

Initial Information

School Principal: IAN MURRAY

School Type: Middle/Junior

FIN Trained Meeting Leader/Title: Lady Ramirez, ESE Liaison

Team Members Name/Title:

Lady Ramirez- ESE Specialist

Kalebra Jacobs-Reed- Assistant Principal

Anita Silig- ESE Teacher

Kylie Froelich- School Psychologist

Katherine Pilgrim- General Education Teacher

Olivia Falk- SLP

Jason Laury- SVE teacher

Adrienne Cabrera- Guidance Counselor

Shaina Morrow- ESE Parent

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	RTI Data collaboration Discussion of assessment results
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	Gather input from families to incorporate inclusive activities for growth and progress. Collaborative conversation to incorporate re-teaching and additional learning opportunities. SAC meeting are held on a consistent basis.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	ESE Specialist provides information to effective practices to promote inclusion across the school community and throughout all areas of the curriculum.
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	Administrators work with district personnel to determine the most beneficial means of providing classes, supports, and services for our students who have more severe special needs, while incorporating data collected within the classrooms to determine the level of need and support

<p>5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.</p>	<p>Partially Almost</p>	<p>Only students who don't meet criteria are SVE students who only attend general education classes for electives.</p>
<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Partially Almost</p>	<p>Those students who require additional adult support are afforded priority in their scheduling. Administration and Department Heads promote inclusive practice. ESE Dept. provides strategies to gen ed teachers to ensure student growth and progress for all students.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Partially Almost</p>	<p>Utilizing ESE/ESSR support staff Progress monitoring through i-Ready and additional informal assessment Provide assistive technology when needed Teachers use supplemental remediation material and resources</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Partially Almost</p>	<p>Teachers have received information on communicating in person first language.</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>Administrators incorporate interview questions to appraise applicant knowledge.</p>

<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>All students ride the same bus (unless IEP indicates otherwise)</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Partially Beginning</p>	<p>Students are included with the opportunity to try out, participate and be involved in any clubs or other activities taking place in the school.</p>
<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Partially Almost</p>	<p>Awards Recognition ceremonies ROAR System Can be improved with SVE students.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Partially Almost</p>	<p>Using inclusive language We are an SEL school RTI PLC's</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Special Education Staff join PLC's to assist in sharing strategies for inclusive practice. Data/curriculum chats RTI Collaboration between general education and ESE Teachers and staff UDL Assistive technology when needed Communicate with district support for resources, suggestions, and best practice</p>

<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Teacher mentors Ongoing collaboration and discussion of accommodations Ongoing discussion, consultation and collaboration between teachers and staff to best meet student needs for inclusion and success of SWDs. RTI Communication with staff before and after IEP meetings</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Collaboration, communication, best practice discussion ESE Teachers push into classes Professional Development time afforded to ESE and general education teachers</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Partially Almost	Master schedule provides opportunities for communication, collaboration, and the sharing of ideas, resources, and strategies
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	Instruction is guided by standards for all students Accommodations assist those students with additional need Modifications are afforded to those students whose IEPs mandate.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Partially Almost	Weekly RTI Updating IEPs as needed (either by due date or interim when necessary) All teachers are well-versed in the IEPs of the students in their classrooms
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully	Informal assessments Progress Monitoring Rubrics Data chats to guide instruction Collaboration to provide needed supports wherever necessary across all domains within the school community
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Fully	Informal assessments communication with families collaboration with district personnel for support

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Peer counselors SEL Anti-bullying collaboration with all staff to best meet needs</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Fully</p>	<p>RTI Collaborative conversations Assistive technology PLCs for best practice discussion relating to accommodations</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Partially Almost</p>	<p>push in pull out remediation materials Ongoing collaboration between general education and ESE providers</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Partially Almost</p>	<p>More training is needed for paraprofessionals. Roles and responsibilities are clearly delineated.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	Special Education Teachers participate in Content Area PLCs. Meetings are scheduled based on ESE teacher availability
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	Collaboration Team meetings PLCs Discussion of all students with staff to best meet each student's needs
29. Family members of SWD are contributing members of school decision-making groups.	Fully	SAC Inclusion of all stakeholders Ongoing communication and collaboration PTO
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Fully	Surveys provided to families Conferences IEP meetings Ongoing communication with stakeholders to best meet all student needs
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Ongoing communication from families Parent input included and obtained in IEP meetings, conferences, and SAC
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Partially Almost	Data is collected Progress reports are sent home End of year report sent to district

<p>33. The school uses a person-centered planning process for SWD.</p>	<p>Fully</p>	<p>Collaboration SEL Matriculations Stakeholder communication and involvement</p>
<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Matriculation Mixed grade level meetings Reeval Plan meetings Informal assessment</p>

School BPIE Assessment Priority Indicators

INDIAN RIDGE MIDDLE SCHOOL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.
- Indicator 13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- Indicator 26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.